

ALTERNATIVE HIGH SCHOOL ASSESSMENT (AHSA) ADMINISTRATION MANUAL 2009–2010 SCHOOL YEAR

(formerly Special Review Assessment – SRA)

**Lucille E. Davy
Commissioner of Education**

**Willa Spicer
Deputy Commissioner of Education**

**Timothy A. Peters, Ph.D.
Director
Office of State Assessments**

**New Jersey Department of Education
P.O. Box 500
Trenton, New Jersey 08625-0500
<http://www.nj.gov/education/assessment/>**

December 2009

STATE BOARD OF EDUCATION

JOSEPHINE E. HERNANDEZ Union
President

ARCELIO APONTE Middlesex
Vice President

RONALD K. BUTCHER Gloucester

KATHLEEN A. DIETZ Somerset

EDITHE FULTON Ocean

ROBERT P. HANEY Monmouth

ERNEST P. LEPORE Hudson

FLORENCE MCGINN Hunterdon

ILAN PLAWKER Bergen

DOROTHY STRICKLAND Essex

Lucille E. Davy, Commissioner
Secretary, State Board of Education

It is a policy of the New Jersey State Board of Education and the Department of Education that no person, on the basis of race, creed, national origin, age, sex, handicap, or marital status, shall be subjected to discrimination in employment or be excluded from or denied benefits in any activity, program, or service for which the department has responsibility. The department will comply with all state and federal laws and regulations concerning nondiscrimination.

TABLE OF CONTENTS

Introduction	1
First AHSA Administrative Testing Window (January 2010)	1
Eligible Test Takers	1
Not Eligible Test Takers	3
AHSA Instructional Program	4
PAT Administration Process	4
Download AHSA PATs/Publications	4
Answer Documents and HSPA ID Bar-Code Labels	5
Forming AHSA Panels	6
Perfect/Near Perfect Cluster Raw Score Exemption	6
Test Security	7
Administering AHSA PATs	8
Returning the Used Answer Documents and Shredding Unused Answer Documents & Labels	10
AHSA Score Reporting	10
Scoring AHSA Student Responses	10
Reporting of Students' AHSA Scores	11
Second AHSA Administrative Testing Window (April 2010)	11
Eligible Test Takers	11
PAT Administration Process	12
Download AHSA PATs/Publications	12
Answer Documents and HSPA ID Bar-Code Labels	12
AHSA Score Reporting	12
Reporting of Students' AHSA Scores	12
Third AHSA Administrative Testing Window (July 2010)	12
Eligible Test Takers	12
PAT Administration Process	12
Download AHSA PATs/Publications	12
Answer Documents and HSPA ID Bar-Code Labels	13
AHSA Score Reporting	13
Reporting of Students' AHSA Scores	13
AHSA for Special Education (SE) Students	13
Private School for the Disabled or Regional Day Schools	14
AHSA for English Language Learners (ELLs)	14
Banking SRA PATs	15
Retention of Students SRA Records	15

Appendices

Appendix A – New Jersey Registered Holistic Scoring Rubric	16
Appendix B – Generic Scoring Rubric for Open-Ended Reading Items	17
Appendix C – Generic Scoring Rubric for Open-Ended Mathematics Items	18
Appendix D – Sample Answer Document – Page 1	19
Appendix E – AHSA Additional Materials Request Form	20
Appendix F – AHSA Record of PAT Copies	21
Appendix G – AHSA Verification Form	22
Appendix H – HSPA Mathematics Reference Sheet	23
Appendix I – NJ HSPA Writer's Checklist	24

INTRODUCTION

The Alternative High School Assessment¹ (AHSA) measures high school competency in selected areas of the Core Curriculum Content Standards. It is intended to offer an alternative means of meeting the state graduation proficiency test requirement. The AHSA is available to students who have met all high school graduation requirements except for demonstrating proficiency in selected areas of the Core Curriculum Content Standards. (N.J.S.A. 18A:7C-3 & N.J.A.C. 6A:8-4.1)

The AHSA is aligned to the High School Proficiency Assessment (HSPA) test specifications to ensure that students who demonstrate proficiency through the AHSA have demonstrated the same knowledge, skills and performance levels as students who are proficient on the HSPA. However, students must continue to take each regularly scheduled HSPA administration until they either attain a proficient score on the HSPA or graduate.

The AHSA consists of untimed performance assessment tasks (PATs) administered and scored under the standardized conditions described in this manual. These conditions include several administrative windows, within which AHSA performance tasks may be administered, and scoring by trained New Jersey teachers at designated regional locations, under the supervision of the state testing vendor. To assure the validity of the AHSA results, it is essential that districts follow the directions contained in this manual.

FIRST ALTERNATIVE HIGH SCHOOL ASSESSMENT (AHSA) ADMINISTRATIVE TESTING WINDOW (JANUARY 6–28, 2010)

Eligible Test Takers: Any student whose scaled score is below 200 (partially proficient) in the HSPA language arts literacy and/or mathematics content areas and is expected to complete all state and local high school graduation requirements for a June 2010 or summer 2010 graduation is eligible for the Alternative High School Assessment (AHSA) process. This includes but is not limited to the following:

1. Students who did not pass the March and/or October 2009 HSPA administrations;
 - a. **Reminder:** 2009 October HSPA scores will be available on or about December 18, 2009.
2. Students who attended the 2009 Special Review Assessment (SRA) summer programs but completed only some of the required number of SRA PATs for that content area according to the 2008-2009 SRA guidelines;
3. Students who transferred into a school district during their senior year and may not have any HSPA, High School Proficiency Test 11 (HSPT 11), High School School Proficiency Test 9 (HSPT 9), or Minimum Basic Skills (MBS) scores;
4. Students who are seniors in their home districts but have not previously taken the HSPA due to illness or other extraordinary circumstances;
5. Students who will achieve senior status in the spring of 2010 because they accelerated their educational programs;

¹ Through amendments adopted by the State Board on June 17, 2009, the name of the process which performs the function of the SRA has been changed to the AHSA.

6. Adult High School students;
 - a. If the adult high school student passed the reading section of the MBS, that student has met the LAL requirement and does not take the AHSA language arts literacy (LAL).
 - b. If the adult high school student did not pass both the reading and the writing sections of the HSPT 9 or HSPT11, that student must take the AHSA language arts literacy (LAL).
 - c. If the adult high school student did not pass the language arts literacy section of the HSPA, that student must take the AHSA language arts literacy (LAL).
 - d. If the adult high school student did not pass the mathematics section of the MBS, the HSPT 9, the HSPT 11 or the HSPA, that student must take the AHSA mathematics.
7. English Language Learners who are currently participating in a language assistance program may have the test directions translated and use Bilingual Translation Dictionaries:
 - a. If the ELL takes a translated version of the AHSA, the student is also required to take the MAC II and must achieve a score of 530 in order to meet his or her state testing requirement. The MAC II score must be gridded on the student's answer document.
 - i. There are state-developed translations for Spanish, Gujarati, and Portuguese.
 - ii. If the ELL needs a translation other than the translations specified above, you must e-mail Dr. Faye Ball at faye.ball@doe.state.nj.us with your request to accommodate this student testing in his or her language. However, we can make no assurances that the ELL will be able to test in languages other than the three languages above.
8. Students receiving homebound/bedside instruction:
 - a. AHSA secure test materials may be transported and administered for homebound/bedside instruction by licensed professional employees of the student's district. The homebound instructor must:
 - i. hold a New Jersey teaching or administrative certificate;
 - ii. be trained to administer the AHSA PATs by the AHSA district/school coordinator;
 - iii. sign out the secure AHSA test materials;
 - iv. maintain test security at all times; and
 - v. return secure test materials to the AHSA district/school coordinator EACH day or as soon as possible once testing is completed.

9. Special Education (SE) students who are *NOT exempt from passing NOR exempt from taking the HSPA*
 - a. The testing accommodations for Special Education students must be specified in each student's Individual Education Plan (IEP). (Please refer to Appendix A in the New Jersey High School Proficiency Assessment October 2009 District/School Test Coordinator Manual.)
 - b. Special Education (SE) students in Out-of-District Placement status
 - i. Out-of-district placements include private schools for the handicapped (in-state or out-of-state), special services school districts, educational services or joint commissions, and district-paid placements in regular, alternative or shared time public high schools outside of the student's home district (in-state or out-state)
 - ii. **NOTE:** It is the responsibility of the out-of-district placement facility to confirm its status as an approved testing site for the HSPA. Please check the *CDS Information link* on the HSPA webpage at www.measinc.com/nj.
10. Students who are eligible under Section 504 of the Rehabilitation Act of 1973
 - a. 504 students are tested according to the modified testing procedures in their 504 accommodation plan. (Please refer to Appendix A in the New Jersey High School Proficiency Assessment October 2009 District/School Test Coordinator Manual.)
11. Students who are attending a Department of Corrections, Juvenile Justice Commission, or Department of Children and Family facility
12. Students who are in "shared-time" vocational education programs and/or alternative high school programs
 - i. **NOTE:** It is the responsibility of the "shared-time" vocational education programs and/or alternative high school programs to confirm its status as an approved testing site for the HSPA. Please check the *CDS Information link* on the HSPA webpage at www.measinc.com/nj.
 1. If the "shared-time" vocational education program and/or alternative high school program is not an approved testing site, please contact Dr. Faye Ball at faye.ball@doe.state.nj.us for instructions on how to become an approved testing site.

Not Eligible Test Takers: Students who are no longer enrolled in a regular, vocational, alternative, or adult high school are NOT eligible to participate in the AHSA process. However, they may continue to take the HSPA as non-enrolled "returning students" at their high school.

AHSA Instructional Program: *Students who were partially proficient in one of the HSPA content areas during the March 2009 administration and who did not successfully complete the 2009 AHSA Summer program must participate in a school-designed AHSA instructional program for that content area.*² Typically, the AHSA Instructional Program will begin in September of the student's senior year of high school. Prior to the October HSPA administration, the school staff is usually preparing students to retake the HSPA by concentrating on the knowledge and skills those students need in order to be successful. After the October HSPA administration, school districts will continue the AHSA Instructional Program. Students who test in the January 2010 AHSA testing window must continue in the AHSA Instructional Program during the spring semester of their senior year until they are notified that they have passed the AHSA.

School district staff is encouraged to use a variety of approaches as they design and implement the instructional component of the AHSA process. For the LAL reading passages, the alpha character "N" or "P" in the PAT item number indicates whether the passage is narrative (SRA-N-001) or persuasive (SRA-P-001). The writing prompts are persuasive but there is no picture prompt. In mathematics, the PAT item number indicates the strand and the cumulative progress indicator (CPI). For example, Standard 1/Strand A PAT 12 AO2-123S corresponds to number and numerical operations and to CPI #2 which states, "compare and order rational and irrational numbers."

Other resources that may prove helpful in designing a AHSA Instructional Program are the sample AHSA PATs for language arts literacy and mathematics which are on the *NJPEP webpage and also in your county offices of education*, the *SRA Language Arts Literacy: A Writing and Reading Handbook*, the *SRA Mathematics Rubric Scoring Handbook* and the *SRA Mathematics Scoring Open-Ended Items* which are located on the department website at <http://www.nj.gov/education/assessment/>. Similarly, *HSPA Criterion-Based Holistic Scoring Writing Handbooks*, and the directories of test specifications and sample items for HSPA language arts literacy and mathematics are excellent sources for content cluster/standard knowledge and skills information. These publications are also on the department website.

PAT ADMINISTRATION PROCESS

Download AHSA Performance Assessment Tasks (PATs)/Publications: On or about Friday, December 18, 2009, the authorized district test coordinator can download the secure AHSA test materials, the HSPA mathematics reference sheet, the Writer's Checklist and this manual from the HSPA webpage at www.measinc.com/nj by clicking on the AHSA link. The authorized district test coordinator must use the current HSPA user ID and password to access the AHSA link. If the AHSA district test coordinator and the HSPA district test coordinator are not the same person, the district superintendent will have to permit the HSPA district test coordinator to share the password with the AHSA district test coordinator so that the AHSA district test coordinator can download the AHSA test materials. The secure AHSA test materials can only be printed off the webpage, and cannot be saved on network or stand alone computers. Both the secure AHSA test materials and the related publications will be available for download until Friday, January 15, 2010.

² N.J.S.A. 18A:7C-3, Remedial instruction for students not meeting graduation standards states, "For any student who does not meet the State and district examination standards for graduation by the end of the eleventh grade, the local board of education when appropriate shall provide additional remedial instruction specifically directed toward mastery of those proficiencies identified as necessary for the awarding of a diploma which may include but need not be limited to an extended school year, extended school day, or additional school years."

If you cannot find your HSPA user ID and password to access the HSPA webpage so you can download the AHSA test materials, please contact HSPA Helpline at www.measinc.com/nj. If you are not a designated HSPA test site and therefore do not have a HSPA user ID and password, please contact Dr. Faye Ball at faye.ball@doe.state.nj.us.

The secure AHSA language arts literacy (LAL) test materials consist of three writing Performance Assessment Tasks (PATs) and three reading passages with one PAT each. The secure AHSA mathematics test materials consist of two PATs for number and numerical operations, two PATs for geometry and measurement, two PATs for patterns and algebra, and two PATs for data analysis, probability and discrete mathematics.

The following related publications may also be downloaded from HSPA webpage at www.measinc.com/nj and the NJDOE's website: 2009–2010 AHSA administration manual, the Writer's Checklist, and the Mathematics Reference Sheet. The manual includes the generic writing rubric (Appendix A), the generic reading rubric (Appendix B) and the generic mathematics rubric (Appendix C). The other publications, such as the *SRA Language Arts Literacy: A Writing and Reading Handbook*³ and the *SRA Mathematics Rubric Scoring Handbook* are available on the New Jersey Department of Education website at <http://www.nj.gov/education/assessment/>. Also, practice SRA PATs which are the full set of released PATs from the 2002-2003 SRA testing year can be obtained by contacting your county offices of education. However, you **SHOULD NOT** have any other SRA test materials (English or translated versions) from 2003-2004 through 2008-2009 in your possession. Please contact your county office of education immediately if you have secure test materials from these testing years.

Answer Documents and HSPA ID Bar-Code Labels: Prior to downloading the 2009-2010 AHSA PATs, FedEx will deliver to the district office a shipment of answer documents, HSPA ID Bar-Code labels and return shipping labels during the week of December 14, 2009. The district superintendent, the district test coordinator or their designee must sign for the delivery. The answer documents (Appendix D) are very similar to the HSPA answer folders while the HSPA ID Bar-Code labels are a duplicate set of labels that you received for each student who already has a HSPA ID and who was scheduled to retest in the October 2009 HSPA administration. The answer document quantities will be based on your retest population who were unsuccessful with one or more content areas in the October 2008 HSPA administration. The overage is already built into the calculation. This is the most accurate estimate that can be provided since HSPA October 2009 results will not be known at the time of packaging and shipping of the AHSA answer documents. However, if your October 2009 retest population is larger than your October 2008 retest population, use *Appendix E – Additional Materials Request Form for AHSA* to fax your order for additional answer documents to MI at 919-683-1531.

Transfer students and retest students who are new to your district will not have a HSPA ID BAR-CODE label. The answer documents for these students will need to be hand-gridded. However, retest students must use the HSPA ID number originally assigned to them when they first took the HSPA. If you do not have the student's HSPA ID number, please contact the HSPA district test coordinator for the student's former district to obtain it.

³ To obtain copies of the reading passages mentioned in the *SRA Language Arts Literacy: A Writing and Reading Handbook*, please contact your county office of education.

The answer documents will be divided into three sections. The first section will be for student responses to the mathematics PATs, the second for student responses to the reading PATs, and the third for student responses to the writing prompts. The titles for the mathematics PATs and the writing prompts will be preprinted on the pages of the answer document while a title line will be preprinted in the reading section for students to write the name of the passage. In the mathematics section of the answer document, students will have two pages per PAT to record their responses; in the reading section, students will have two pages per PAT to record their responses, and in the writing section, students will have four pages per prompt to record their responses. Students must record their entire responses in the answer document on the designated page for that PAT or prompt. The test administrator should check to make sure that the student is on the right page in the answer document.

Forming AHSA Panels: Two district-appointed AHSA panels (i.e., one in language arts literacy (LAL) and one in mathematics) oversee the AHSA process for each student who is partially proficient in LAL and/or in mathematics. The AHSA panels are comprised of teachers who hold secondary certification in that HSPA content area. The AHSA LAL panel must include secondary certified English teachers. Reading certified teachers may also be members of the AHSA LAL panel. The AHSA mathematics panel must include secondary certified mathematics teachers. In addition to the content-area-certified teachers, English as a Second Language/Bilingual teachers may also be included on the panels for English Language Learners (ELLs) and Special Education teachers or members of the Individualized Education Program (IEP) team may be included on the panels for special education students.

AHSA panel responsibilities include:

- Confirming, by looking at students' ISR(s), the HSPA content areas in which students are partially proficient and;
 - a. examining students' records for banked SRA PATs if students participated in the 2009 SRA Summer program or SRA programs in prior years,
 - b. checking ISRs to see if students have earned a Perfect/Near Perfect Cluster Raw Score Exemptions
 - i. A perfect/near perfect cluster/standard raw score exemption is the only exception to the rule which states that a student must successfully complete PATs for each cluster (LAL) and/or standard (mathematics) in a content area in which the student is partially proficient. This exemption may be applied to any HSPA administrations results. A near perfect cluster raw score is defined as missing the perfect cluster raw score by one point. To determine if a student has achieved a perfect/near perfect cluster raw score, the "Your Points" column on the Individual Student Report tells the number of raw score points a student earned out of the total number of possible raw score points. For example, if a student scored six out of seven for the mathematics number and numerical operations, then that student has scored a near perfect cluster raw score and does not need to complete any PATs for that standard. Also, if the student scored seven out of seven for the mathematics number and numerical operations, then that student has scored a perfect cluster raw score and does not need to complete any PATs for that standard.

- Selecting the AHSA PATs to be administered to individual students;
 - a. for AHSA LAL, the panel must choose **up to four** LAL PATs out of six LAL PATs for each student. To complete his or her testing obligation for the AHSA LAL, the student must successfully complete two reading PATs and one writing PAT. The student may successfully complete two narrative reading PATs OR two persuasive reading PATs OR one narrative reading PAT and one persuasive reading PAT.
 - b. for AHSA mathematics, the panel must choose **up to five** mathematics PATs out of eight mathematics PATs for each student. To complete his or her testing obligation for the AHSA mathematics, the student must successfully complete one PAT in each of the four mathematics standards.
- Administering or overseeing the administration of AHSA PATs: **teachers and/or administrators need not be certified in the content area to administer the AHSA PATs, but teachers and/or administrators must be licensed professional employees of the district. Per diem employees and persons holding substitute credentials cannot handle or administer the secure AHSA PATs;**
- Tracking students' progress which includes double checking that all students who are on track to graduate in June or August and are not proficient in the HSPA or have no New Jersey test scores are in the AHSA program; and finally,
- Verifying that all ELL students who need a 530 on the MAC II test to complete their state testing requirements are afforded multiple opportunities to achieve this score.

Test Security: The AHSA test materials must be kept secure at all times. The AHSA secure test materials include all the PATs for each HSPA content area, and language arts literacy reading passages and writing prompts. Though the superintendent is ultimately responsible for the security of the test materials, and the district/school AHSA coordinator is responsible for maintaining the security of the materials, this responsibility does not rest solely with them. Each licensed professional employee of the district who handles the AHSA materials is also responsible for maintaining the security of the AHSA test materials. **Per diem employees and persons holding substitute credentials cannot handle or administer the secure AHSA PATs.**

ONCE THE STUDENT BEGINS TESTING, THE TEACHER OR ADMINISTRATOR WHO IS ADMINISTERING THE AHSA PAT MAY NOT ASSIST THE STUDENT IN ANY WAY EXCEPT TO MAKE SURE THAT THE STUDENT IS ON THE CORRECT PAGE IN THE ANSWER DOCUMENT.

A breach of test security is an extremely serious matter with not only financial consequences for the school district but also potential professional consequences for licensed professional employees. Your county office of education must be notified immediately when a breach occurs. Only the district/school AHSA coordinator is permitted to maintain the complete set of PATs. The district/school AHSA coordinator should use the AHSA Record of PAT Copies (Appendix F) to track and account for each copy of the AHSA PAT. If there is a breach of test security, this form will be helpful in tracking where and how the breach occurred.

Under no circumstances may secure AHSA test materials be transported between school districts or lent to other school districts. For example, if a school district has a student who is attending a school outside of the home school district, such as a county educational services commission or an alternative high school, the home school district may not give copies of the secure AHSA test materials to the receiving school to administer to that student. It is the responsibility of the receiving school to confirm their status as an approved testing site for the AHSA by checking the *CDS Information* link on the HSPA webpage at www.measinc.com/nj. If the receiving school is not an approved testing site, the receiving school must contact Dr. Faye Ball, AHSA Program Coordinator, Department of Education at faye.ball@doe.state.nj.us for instructions on how to become an approved testing site to download AHSA test materials.

Administering AHSA PATs: The AHSA is an individually, locally administered, untimed, state-developed assessment. It is a local district's decision when, where, and how the PATs are administered to students during the testing windows as long as the location is secure and all staff administering the PATs are **licensed professional employees of the district**.

AHSA PATs require open-ended responses and may require completion of mathematics grids, tables and graphing. There are no multiple-choice questions. Students may be given scratch paper but all answers must be recorded in the answer document. All scratch paper must be collected by the teacher and returned to the AHSA district test coordinator for shredding at the end of each testing window. Students are not permitted to keep the scratch paper or any other AHSA testing materials. Students must use a pencil to write their responses.

The secure AHSA language arts literacy (LAL) test materials consist of three persuasive writing PATs and three reading passages with one PAT each. The district may **ONLY** administer a maximum of four LAL PATs to each student. Since the student must successfully complete two reading PATs (two narrative, two persuasive or one of each) and one writing PAT to finish his or her AHSA LAL testing obligation, the AHSA Panel should preselect the LAL PATs for each student based on the student's demonstrated strengths and weaknesses and the number of SRA PATs (if any) that were banked for this student. The student will write his or her responses to the reading PATs and the writing prompts in the designated reading and writing sections of the answer document. Within any one testing window, a student may not be administered more than four LAL PATs; however fewer than four PATs may be administered based on the number of PATs already banked for that student. **If you administer more than four LAL PATs, we will VOID the student's answer document.**

The rule of thumb for the AHSA LAL is 6-4-3. You can download 6 LAL PATs (three reading PATs and three writing prompts). You may administer up to four LAL PATs. The student must successfully complete 3 LAL PATs – two reading PATs (two narrative, two persuasive or one of each) and one writing PAT.

The secure AHSA mathematics test materials consist of two PATs for number and numerical operations, two PATs for geometry and measurement, two PATs for patterns and algebra, and two PATs for data analysis, probability and discrete mathematics. The district may **ONLY** administer a maximum of five mathematics PATs to each student. Since the student must successfully complete one PAT in each mathematics standard to finish his or her AHSA mathematics testing obligation, the AHSA Panel should preselect the mathematics PATs for each student based on the student's demonstrated strengths and weaknesses and the number of SRA PATs (if any) that were banked for the student. The student will

write his or her responses to the mathematics PATs in the designated mathematics section of the answer document. A student may not be administered more than five mathematics PATs in any one testing window but can be administered fewer than five. **If you administer more than five mathematics PATs, we will VOID the student's answer document.**

The rule of thumb for the AHSA mathematics is 8-5-4. You can download 8 mathematics PATs (two for each standard). You may administer up to five mathematics PATs. The student must successfully complete one PAT in each of the four mathematics standards.

Most AHSA PATs can be completed in a single untimed session. However, if it is not possible for a student to complete a PAT in one session, the PAT may be broken into separate and distinct parts and given to the student in multiple sessions. For example, a mathematics AHSA PAT can be broken down into its components – A, B, C, D, E, etc. and each component can be administered to the student separately until the student has finished the entire AHSA mathematics PAT. Also, the narrative or persuasive reading passage can be given to the student on the first day. The student would be allowed to read the passage and make marginal notes or underline parts at this first session. At the end of the session, the passage and any student notes should be collected and returned to the school AHSA coordinator. The next day, the student would be given both the passage and the PAT. Upon completion of the answers to the PAT, the total package would be collected. Under no circumstances may PATs and/or students' notes or scratch paper leave the room during the administration of a PAT. While working on the PAT, students must be supervised at all times by a licensed professional employee of the district.

Only the PAT that a student is scheduled to take should be released to the teacher or administrator who is administering the AHSA. Both the copy of the PAT and the student's answer document must be returned to the AHSA coordinator as soon as the student has completed the task. At no time should a copy of the AHSA PAT be kept with the student's answer document. **The teacher or administrator who is administering a AHSA PAT to the student does not have to be certified in the content area to administer the AHSA PATs, but he or she must be a licensed professional employees of the district. Per diem employees and persons holding substitute credentials cannot handle or administer the secure AHSA PATs.** Similarly, the AHSA Instructional Program teacher may administer the PAT if the teacher is a **licensed professional employee of the district.**

ONCE THE STUDENT BEGINS TESTING, THE TEACHER OR ADMINISTRATOR WHO IS ADMINISTERING THE AHSA PAT MAY NOT ASSIST THE STUDENT IN ANY WAY EXCEPT TO MAKE SURE THAT THE STUDENT IS ON THE CORRECT PAGE IN THE ANSWER DOCUMENT.

FINALLY, IF THERE ARE TESTING IRREGULARITIES, PLEASE CONTACT DR. FAYE BALL IMMEDIATELY AT FAYE.BALL@DOE.STATE.NJ.US OR 1-609-658-4909 (CELL) OR 1-609-984-1970 (DESK).

Returning Used Answer Documents And Shredding Unused Answer Documents and HSPA ID Bar-Code Labels:

Within one week following each administrative testing window, the district test coordinator **must** shred all copies of the secure AHSA PATs, the unused answer documents, the unused HSPA ID Bar-Code Labels which contain confidential student information, and scratch paper.

At the conclusion of testing, each teacher or administrator who is administering the AHSA PATs must return all their copies (English and/or translations) to AHSA district test coordinator along with *Appendix G - AHSA Verification Form* which states that they are returning all copies of the secure AHSA test materials and have not saved or stored any secure AHSA test materials on their computers. Similarly, if the student used scratch paper, then the teacher or administrator must hand over all scratch paper to be shredded by the AHSA district test coordinator. Once you have returned all used answer documents to MI and completed all other duties, you will send all Appendix G to Dr. Faye Ball at NJDOE, 100 Riverview Plaza, Trenton, NJ 08625.

After you have packaged the used answer documents in the boxes or envelopes that you received in your original shipment, affix the white MI address label(s). Include the yellow, pink and/or purple envelopes, if appropriate. The MI address labels should be applied to the front of each package containing used answer documents. Be sure to number each package in the shipment "1 of N". Call the telephone number on the FedEx air bill that you received in the shipment of the answer documents 24 hours before you want FedEx to arrive. Only a single FedEx air bill is needed for the entire shipment. Apply the completed air bill to package #1.

Once FedEx has picked up the shipment, please sign-in to the HSPA webpage at www.measinc.com/nj, click on the AHSA link and then check the box to verify that all copies of AHSA PATs, and unused answer documents and HSPA ID Bar-Code Labels have been destroyed. Also, complete the Online Answer Document Return Form at www.measinc.com/nj to validate the number of answer documents returned to MI in the answer document return shipment.

If your district completes the AHSA testing before the end of the testing window, you may complete all procedures for **Returning Used Answer Documents and Shredding Unused Answer Documents and HSPA ID Bar-Code Labels earlier. However, only one return shipment per district is permitted.**

AHSA SCORE REPORTING

Scoring AHSA Student Responses: Students' answer documents will be separated by Measurement Incorporated (MI) and the sections will be sent to one of four regional scoring centers in New Jersey. The students' responses for reading will be scored at the MI's Robbinsville location located off of exit 7A on the New Jersey turnpike. The students' responses to writing will be sent to a second location. The students' responses to mathematics standards 1 and 2 will be sent to a third location while students' responses to mathematics standards 3 and 4 will be sent to a fourth location. This underscores why it is important to make sure that students respond to the PAT on the designated pages for that PAT in the answer document since the scorers will be trained to only score those responses for those PATs assigned to that regional scoring center.

The regional scoring centers will be organized by the Measurement Incorporated (MI). The scoring dates for the January testing window are March 5, 6, 7, and 8, 2010 or on Friday, Saturday, Sunday, and

Monday. On March 5, qualified teachers/administrators will be trained in MI scoring techniques for 6.5 hours and then will actually score the hard copies of students' responses on March 6, 7, and 8. Each day begins at 8:15 a.m. and ends at 4:00 p.m. for a total of 6.5 hours.

Information about how to participate in the AHSA scoring will be posted on NJDOE and MI websites. In the meantime, if you have not already done so, please e-mail Dr. Faye Ball at faye.ball@doe.state.nj.us your contact information, certification, and whether you have a preference about which sections you score. Please share this information with retired teachers who will be paid for all four days.

Reporting of Students' AHSA Scores: No later than March 31, 2010, MI will post students' AHSA scores from the January 2010 testing window on its website. The authorized district test coordinator must use the current HSPA user ID and password to access the AHSA link from the HSPA webpage at www.measinc.com/nj. AHSA scores will only be reported electronically. Questions about students' AHSA scores may be directed to Janet Sammons, AHSA Project Assistant at the HSPA helpdesk at MI.

AHSA scores should be disseminated to all appropriate staff members so that students are not mistakenly testing in the April AHSA window when they actually completed their AHSA obligation through the January testing window. Based on the posted AHSA scores, if a student successfully completes his or her AHSA testing obligation, he or she has finished the AHSA process. The student does not test in any future AHSA administrative testing windows. Moreover, if logistically possible, the student should be removed from the AHSA Instructional class and placed in another class. If it is NOT logistically possible to assign the student to another class, then arrangements must be made to remove the student from the AHSA Instructional class every time the AHSA PATs are administered.

However, if based on the posted AHSA scores, the student has not met his or her AHSA testing obligation, the student must test in the next AHSA administrative testing window and remains in the AHSA Instructional class.

SECOND ALTERNATIVE HIGH SCHOOL ASSESSMENT (AHSA) ADMINISTRATIVE TESTING WINDOW (April 12–30, 2010)

[NOTE: For the Second AHSA Administrative Testing Window (April 2010), all details, policies and procedures from the First AHSA Administrative Testing Window (January 2010) apply except where the differences are listed below.]

Eligible Test Takers: In addition to those listed under the First AHSA Administrative Testing Window, students who did not meet their state testing requirement by the January 2010 window and/or those students who transferred into the district after the January testing window and are expected to complete all state and local high school graduation requirements for a June or summer 2010 graduation.

PAT ADMINISTRATION PROCESS

Download AHSA Performance Assessment Tasks (PATs)/Publications: On or about Monday, March 29, 2010, the authorized district test coordinator can download the secure AHSA test materials, the HSPA mathematics reference sheet, the Writer's Checklist and this manual from the HSPA webpage at www.measinc.com/nj by clicking on the AHSA link. The secure AHSA test materials and the related publications will be available for download until Monday, April 19, 2010. If you do not have access to HSPA webpage, please contact your HSPA district test coordinator for the password to download the AHSA test materials.

Answer Documents And HSPA ID Bar-Code Labels: On or about March 29, 2010, the district will receive a shipment of answer documents and HSPA ID Bar-Code labels for each student who already has a HSPA ID. The quantities will be based on your retest population from the First Administrative Testing Window (January 2010).

AHSA SCORE REPORTING

Reporting of Students' AHSA Scores: No later than June 2, 2010, MI will post students' AHSA scores on its website.

THIRD ALTERNATIVE HIGH SCHOOL ASSESSMENT (AHSA) ADMINISTRATIVE TESTING WINDOW (July 7–28, 2010)

[NOTE: All details, policies and procedures from the First and Second AHSA Administrative Testing Windows (January & April 2010) apply except where noted below.]

Eligible Test Takers: Only graduating seniors who did not meet their state testing requirement by the January and/or April 2010 window and those students who transferred into the district after the April testing window and are expected to complete all state and local high school graduation requirements for a June or summer 2010 graduation.

PAT ADMINISTRATION PROCESS

Download AHSA Performance Assessment Tasks (PATs)/Publications: On or about Wednesday, July 7, 2010, the authorized district test coordinator can download the secure AHSA test materials, the HSPA mathematics reference sheet, the Writer's Checklist and this manual from the HSPA webpage at www.measinc.com/nj by clicking on the AHSA link. The secure AHSA test materials and the related publications will be available for download until Wednesday, July 21, 2010. If you do not have access to HSPA webpage, please contact your HSPA district test coordinator for the password to download the AHSA test materials.

Answer Documents And HSPA ID Bar-Code Labels: On or about July 1, 2010, the district will receive a shipment of answer documents and HSPA ID Bar-Code labels for each student who already has a HSPA ID. The quantities will be based on your retest population from the First and Second Administrative Testing Window (January and April 2010).

AHSA SCORE REPORTING

Reporting of Students' AHSA Scores: On or about August 31, 2010, MI will post students' AHSA scores on its website.

AHSA FOR SPECIAL EDUCATION (SE) STUDENTS

If the student's IEP states that the student is exempt from taking or exempt from passing the HSPA, then the student should not be placed in the AHSA process.

In accordance with the Individuals with Disabilities Education Act (IDEA) and the No Child Left Behind Act (NCLB), all students with disabilities must participate in state assessments. The only state assessments recognized by NCLB are the High School Proficiency Assessment (HSPA) and Alternate Proficiency Assessment (APA). Students with disabilities who are in grade 11, (or age 18 if ungraded), must participate in the HSPA or the APA. The regulations state that each student with disabilities must take the general state assessment, which is the HSPA for eleventh-graders (or age 18 if ungraded), unless the student has not been instructed in any of the knowledge and skills tested and cannot complete any of the types of tasks on the HSPA.

The Individualized Education Program (IEP) team for each student determines which assessment (HSPA or APA) the student will take for each content area addressed in accordance with N.J.A.C. 6A:14-4.11. The IEP team must also determine if the student who is taking the HSPA in one or both content areas will be required to pass the HSPA in those content areas in order to graduate. If a student's IEP states that the student must pass the HSPA in one or more content areas in order to graduate, and the student does not pass the specified content areas in eleventh grade (or age 18 if ungraded), the student will participate in the AHSA. The IEP team may also determine that the student does not have to take the HSPA a second or third time while he or she is participating in the AHSA if taking the HSPA again would be detrimental to the student (N.J.A.C. 6A:14-4.11[a]4).

Any modifications or accommodations of assessment administration procedures for students eligible for special education under IDEA or eligible under Section 504 of the Rehabilitation Act of 1973, must be specified in the student's IEP or 504 accommodation plan. Modifications or accommodations must be consistent with the instruction and assessment procedures used in the student's classroom. A listing of the permissible modifications and accommodations may be found in Appendix A in the *New Jersey High School Proficiency Assessment Examiner Manual and the HSPA District/School Test Coordinator Manual*. If the student's IEP requires an accommodation or modification that is not listed in the examiner manual, please contact:

Dr. Peggy McDonald, manager, Office of Special Education Programs
(609) 292-3065
peggy.mcdonald@doe.state.nj.us

Private Schools for the Disabled or Regional Day Schools: Students who attend private schools for handicapped (in-state or out-of-state), special services school districts, educational services or joint commissions, and district-paid placements in regular, alternative or shared time public high schools outside of the student's home district (in-state or out-of-state) may take the AHSA at these facilities if they have been approved by the department to administer the HSPA and/or AHSA. It is the responsibility of the out-of-district placement facility to confirm its status as an approved testing site for the AHSA. Please check the *CDS Information link* on the HSPA web site at www.measinc.com/nj. If the out of districts placement facility is **not** approved by the department to administer the HSPA and/or the AHSA, please contact Dr. Peggy McDonald, manager, Office of Special Education Programs, at (609) 292–3065 or peggy.mcdonald@doe.state.nj.us for instructions to become an approved testing site.

AHSA FOR ENGLISH LANGUAGE LEARNERS (ELLs)

English Language Learners (ELLs)

English Language Learners (ELLs) can demonstrate proficiency in required HSPA content areas through completion of the AHSA process in their native language (if available) and/or in English, with appropriate accommodations (N.J.A.C. 6A:8-5.1[f]). If ELLs take the AHSA PATs in their native language, or if they take the AHSA PATs in English but respond in their native language, then they must also meet the English fluency standard with a score of 530 on the Maculaitis (MAC II) Test of English of English Language Proficiency. The ACCESS cannot be accepted in place of the MAC II. If you need a copy of the MAC II test, please e-mail Dr. Faye Ball at faye.ball@doe.state.nj.us. The MAC II score can be gridded on the student's answer document.

There are state developed translations for Spanish, Gujarati, and Portuguese. AHSA PATs in Spanish, Gujarati, and Portuguese may be downloaded from the HSPA webpage at www.measinc.com/nj by clicking on AHSA link in mid-December. Also, separate answer documents for the translated AHSA PATs must be ordered by faxing Appendix E – AHSA Additional Materials Request Form to MI. However, if the district needs a translation other than the ones specified above, you must e-mail Dr. Ball at faye.ball@doe.state.nj.us.

To be eligible to use a translated version of the AHSA, a student must have limited English proficiency as determined by a State-approved English language proficiency test (Idea Proficiency Test (IPT), the Maculaitis Language Assessment Program (MAC II), the ACCESS, or the Language Assessment Scales (LAS)) and be currently enrolled in a language assistance program. In addition, the student must have entered a U.S. school, not including Puerto Rico, in the ninth grade or later.

The ESL or the bilingual teacher may perform the following activities:

- assist with the selection of the PATs to be administered
- explain the process and clarify/translate the instructions;
- translate the test directions
- assist in the use of the Bilingual Translation Dictionaries

If you have questions regarding the eligibility requirements for ELLs, please contact Ms. Raquel Sinai, coordinator, Bilingual/ESL Education, Office of Student Achievement and Accountability, at (609) 292-8777 or lep@doe.state.nj.us.

BANKING SRA PATS

Banked SRA PATs are those contained in a students' incomplete SRA folders. This is the last opportunity to officially recognize student responses to the SRA PATs previously banked during earlier SRA (either HSPT11 and/or HSPA) administrations. Banked SRA PATs may be used to reduce the number of AHSA PATs the student still needs to complete in order to meet their state testing requirement. Please note all banked PATs used to satisfy the AHSA must have already been scored.

Please use Appendices Z and Y to officially record the number of banked PATs for your students. On Appendix Z like Appendix H, you will record all the student information and list the PAT item numbers and scores. Similarly, you will complete Appendix Y like you would Appendix J. E-mail the completed Appendix Z and Y, which are in Excel format, to Dr. Faye Ball @ faye.ball@doe.state.nj.us. If you need these Appendices, please e-mail your request to Dr. Ball.

Any questions regarding banking SRA PATs should be directed to Dr. Faye Ball at faye.ball@doe.state.nj.us.

RETENTION OF STUDENTS AHSA RECORDS

Students' AHSA documents must be retained for one year beyond graduation.

APPENDIX A – NEW JERSEY REGISTERED HOLISTIC SCORING RUBRIC

In scoring, consider the grid of written language Score	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
	1	2	3	4	5	6
Content and Organization	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> Generally has opening and/or closing 	<ul style="list-style-type: none"> Opening and closing 	<ul style="list-style-type: none"> Opening and closing
	<ul style="list-style-type: none"> Minimal response to topic; uncertain focus 	<ul style="list-style-type: none"> Attempts to focus May drift or shift focus 	<ul style="list-style-type: none"> Usually has single focus 	<ul style="list-style-type: none"> Single focus 	<ul style="list-style-type: none"> Single focus Sense of unity and coherence Key ideas developed 	<ul style="list-style-type: none"> Single, distinct focus Unified and coherent Well-developed
	<ul style="list-style-type: none"> No planning evident; disorganized 	<ul style="list-style-type: none"> Attempts organization Few, if any, transitions between ideas 	<ul style="list-style-type: none"> Some lapses or flaws in organization May lack some transitions between ideas 	<ul style="list-style-type: none"> Ideas loosely connected Transitions evident 	<ul style="list-style-type: none"> Logical progression of ideas Moderately fluent Attempts compositional risks 	<ul style="list-style-type: none"> Logical progression of ideas Fluent, cohesive Compositional risks successful
	<ul style="list-style-type: none"> Details random, inappropriate, or barely apparent No apparent control Severe/numerous errors 	<ul style="list-style-type: none"> Details lack elaboration, i.e., highlight paper Numerous errors 	<ul style="list-style-type: none"> Repetitious details Several unelaborated details Errors/patterns of errors may be evident 	<ul style="list-style-type: none"> Uneven development of details Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Details appropriate and varied Few errors 	<ul style="list-style-type: none"> Details effective, vivid, explicit, and/or pertinent Very few, if any, errors
Usage	<ul style="list-style-type: none"> Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> Excessive monotony/same structure Numerous errors 	<ul style="list-style-type: none"> Little variety in syntax Some errors 	<ul style="list-style-type: none"> Some variety Generally correct 	<ul style="list-style-type: none"> Variety in syntax appropriate and effective Few errors 	<ul style="list-style-type: none"> Precision and/or sophistication Very few, if any, errors
Sentence Construction	<ul style="list-style-type: none"> Errors so severe they detract from meaning 	<ul style="list-style-type: none"> Numerous serious errors 	<ul style="list-style-type: none"> Patterns of errors evident 	<ul style="list-style-type: none"> No consistent pattern of errors Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Mechanics						

NON-SCORABLE RESPONSES	NR = No Response	Student wrote too little to allow a reliable judgment of his/her writing.
	OT = Off Topic/Off Task	Student did not write on the assigned topic/task, or the student attempted to copy the prompt.
	NE = Not English	Student wrote in a language other than English.
	WF = Wrong Format	Student did not respond in the format (or mode) designated in the prompt.

Content/Organization	Usage	Sentence Construction	Mechanics
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information 	<ul style="list-style-type: none"> Tense formation Subject-verb agreement Pronoun usage/agreement Word choice/meaning Proper modifiers 	<ul style="list-style-type: none"> Variety of type, structure, and length Correct construction 	<ul style="list-style-type: none"> Spelling Capitalization Punctuation

APPENDIX B – GENERIC SCORING RUBRIC FOR OPEN-ENDED READING ITEMS

Points	Criteria
4	A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
3	A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from text as support.
2	A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success, resulting in an inconsistent or flawed explanation.
1	A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
0	A 0-point response is irrelevant or off-topic.

APPENDIX C – GENERIC SCORING RUBRIC FOR OPEN-ENDED MATHEMATICS ITEMS

3-Point Response

The response shows complete understanding of the problem's essential mathematical concepts. The student executes procedures completely and gives relevant responses to all parts of the task. The response contains few minor errors, if any. The response contains a clear, effective explanation detailing how the problem was solved so that the reader does not need to infer how and why decisions were made.

2-Point Response

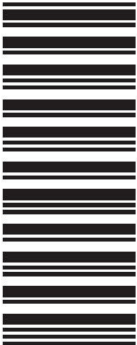
The response shows nearly complete understanding of the problem's essential mathematical concepts. The student executes nearly all procedures and gives relevant responses to most parts of the task. The response may have minor errors. The explanation detailing how the problem was solved may not be clear, causing the reader to make some inferences.

1-Point Response

The response shows limited understanding of the problem's essential mathematical concepts. The response and procedures may be incomplete and/or may contain major errors. An incomplete explanation of how the problem was solved may contribute to questions as to how and why decisions were made.

0-Point Response

The response shows insufficient understanding of the problem's essential mathematical concepts. The procedures, if any, contain major errors. There may be no explanation of the solution, or the reader may not be able to understand the explanation. The reader may not be able to understand why and how decisions were made.



SAMPLE

WARNING!

SECURE DOCUMENT

The NJ AHSA 2010 test booklet, answer folder, and their contents are secure materials. Under no circumstances may any of the enclosed contents be conveyed orally or copied, either manually or electronically. All test booklets and answer folders must be returned to the test coordinator.

AHSA LABEL goes here (if available).

USE ONLY A NO. 2 PENCIL.

School Name _____

[illegible]

BIRTH DATE			TESTING SITE		
MONTH	DAY	YEAR	COUNTY CODE	DISTRICT CODE	SCHOOL CODE
<input type="radio"/> Jan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Feb	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Mar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Apr	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> May	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Jun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Jul	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Aug	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Sep	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Oct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Nov	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Dec	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SEX	<input type="radio"/> F	<input type="radio"/> M
-----	-------------------------	-------------------------

GRADE	<input type="radio"/> 11	<input type="radio"/> R11	<input type="radio"/> 12	<input type="radio"/> R12	<input type="radio"/> RS	<input type="radio"/> AH
-------	--------------------------	---------------------------	--------------------------	---------------------------	--------------------------	--------------------------

(Name of Sending Site)

[illegible]

SCHOOL USE ONLY		LEP 504		SE		ACCOMMOD.
EC	T-I	ED	H	MI	SE	
W (P)	Math	Y	Y	Y	Y	A (C) *
B (H)	17	Y	Y	Y	Y	B (D)
A (L)	LAL	Y	Y	Y	Y	C (E)
		Y	Y	Y	Y	D (F)
		Y	Y	Y	Y	E (G)
		Y	Y	Y	Y	F (H)
		Y	Y	Y	Y	G (I)
		Y	Y	Y	Y	H (J)
		Y	Y	Y	Y	I (K)
		Y	Y	Y	Y	J (L)
		Y	Y	Y	Y	K (M)
		Y	Y	Y	Y	L (N)
		Y	Y	Y	Y	M (O)
		Y	Y	Y	Y	N (P)
		Y	Y	Y	Y	O (Q)
		Y	Y	Y	Y	P (R)
		Y	Y	Y	Y	Q (S)
		Y	Y	Y	Y	R (T)
		Y	Y	Y	Y	S (U)
		Y	Y	Y	Y	T (V)
		Y	Y	Y	Y	U (W)
		Y	Y	Y	Y	V (X)
		Y	Y	Y	Y	W (Y)
		Y	Y	Y	Y	X (Z)
		Y	Y	Y	Y	Y (AA)
		Y	Y	Y	Y	Z (AB)
		Y	Y	Y	Y	AA (AC)
		Y	Y	Y	Y	AB (AD)
		Y	Y	Y	Y	AC (AE)
		Y	Y	Y	Y	AD (AF)
		Y	Y	Y	Y	AE (AG)
		Y	Y	Y	Y	AF (AH)
		Y	Y	Y	Y	AG (AI)
		Y	Y	Y	Y	AH (AJ)
		Y	Y	Y	Y	AI (AK)
		Y	Y	Y	Y	AJ (AL)
		Y	Y	Y	Y	AK (AM)
		Y	Y	Y	Y	AL (AN)
		Y	Y	Y	Y	AM (AO)
		Y	Y	Y	Y	AN (AP)
		Y	Y	Y	Y	AO (AQ)
		Y	Y	Y	Y	AP (AR)
		Y	Y	Y	Y	AQ (AS)
		Y	Y	Y	Y	AR (AT)
		Y	Y	Y	Y	AS (AU)
		Y	Y	Y	Y	AT (AV)
		Y	Y	Y	Y	AU (AW)
		Y	Y	Y	Y	AV (AX)
		Y	Y	Y	Y	AW (AY)
		Y	Y	Y	Y	AX (AZ)
		Y	Y	Y	Y	AY (BA)
		Y	Y	Y	Y	AZ (BB)
		Y	Y	Y	Y	BA (BC)
		Y	Y	Y	Y	BB (BD)
		Y	Y	Y	Y	BC (BE)
		Y	Y	Y	Y	BD (BF)
		Y	Y	Y	Y	BE (BG)
		Y	Y	Y	Y	BF (BH)
		Y	Y	Y	Y	BG (BI)
		Y	Y	Y	Y	BH (BJ)
		Y	Y	Y	Y	BI (BK)
		Y	Y	Y	Y	BJ (BL)
		Y	Y	Y	Y	BK (BM)
		Y	Y	Y	Y	BL (BN)
		Y	Y	Y	Y	BM (BO)
		Y	Y	Y	Y	BN (BP)
		Y	Y	Y	Y	BO (BQ)
		Y	Y	Y	Y	BP (BR)
		Y	Y	Y	Y	BQ (BS)
		Y	Y	Y	Y	BR (BT)
		Y	Y	Y	Y	BS (BU)
		Y	Y	Y	Y	BT (BV)
		Y	Y	Y	Y	BU (BV)
		Y	Y	Y		

PLEASE DO NOT WRITE IN THIS AREA

APPENDIX E – ADDITIONAL MATERIALS REQUEST FORM FOR AHSA

**New Jersey Alternative High School Assessment
(AHSA)**

Additional Materials Request Form

2010 Test Administrations

Use this form to order additional materials. Fax completed order forms to Measurement Inc. at **919-683-1531**.

TO: Measurement Inc.

ATTENTION: NJ AHSA

FROM:

District Test Coordinator: _____

Your Fax Number: _____

District Name: _____

Telephone: _____

County-District Code: _____ - _____

E-mail: _____

Product Name	School Code or “Overage”*	Quantity Requested
ANSWER FOLDER – Regular		
ANSWER FOLDER for Assessment in Alternate Languages		
OTHER:		
OTHER:		
OTHER:		

*Write “Overage” if not ordering for a specific school. You are encouraged to order answer folders for a specific school.

Reason Needed

MI Use Only

Order Placed On: _____

Order Key: _____

APPENDIX F – AHSA RECORD OF PAT COPIES

County_____District_____School_____

CDS Code: _____

Directions: Only the district test coordinator or designee may make copies of AHSA PATs. All PATs and copies are secure assessment materials and must be kept in locked storage when not in use for assessment. Record the date when each copy is made, the name of the person making the copies, the name of the person receiving the copies, the subject (R=Reading, M=Mathematics, W=Writing); the PAT item number; the name of the student, and the date the copy is returned. Give all copies of the PATs and answer documents to the district test coordinator at the conclusion of the AHSA process. This record must be maintained by the district test coordinator. The New Jersey Department of Education may request these records at any time during the school year.

Date of Copy	Copy Made by	Copy Rec'd by	Subject (R, M, W)	PAT Item Number	Student Name	Date Copy Returned

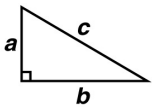
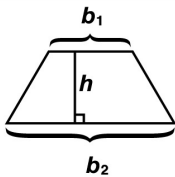

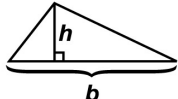
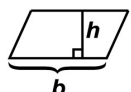

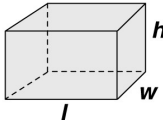
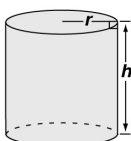
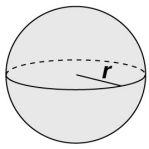
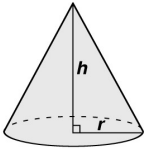

APPENDIX G – AHSA VERIFICATION FORM

- By my signature, I certify that, at the request of the New Jersey State Department of Education, **ALL** duplicates of these AHSA test materials including hard copies (English version and native language translations) as well as any scratch paper have been returned to the District Test Coordinator and that no copies of the secure AHSA test materials have been saved on my stand alone or network computer..
- Finally, I attest to the best of my knowledge that the above statement(s) is (are) true. I understand that any fraudulent claims could result in loss of New Jersey State Teaching and/or Administrative Certification.
- _____
AHSA Test Administrator Name (Please print.) _____ Date _____
- _____
AHSA Test Administrator Signature _____ Date _____
- _____
AHSA District Test Coordinator Signature _____ Date _____
- CDS Code _____

All Appendices G are mailed to Dr. Faye Ball at NJDOE, 100 Riverview Plaza, Trenton, NJ 08625.

APPENDIX H – NJ HSPA Mathematics Reference Sheet

NEW JERSEY HIGH SCHOOL PROFICIENCY ASSESSMENT MATHEMATICS REFERENCE SHEET

Pythagorean Formula $c^2 = a^2 + b^2$ 	Trapezoid $\text{Area} = \frac{1}{2}h(b_1 + b_2)$ 	60 seconds = 1 minute 60 minutes = 1 hour 24 hours = 1 day 7 days = 1 week 52 weeks = 1 year
Rectangle $\text{Area} = lw$ $\text{Perimeter} = 2(l + w)$ 	Triangle $\text{Area} = \frac{1}{2}bh$ 	12 inches = 1 foot 3 feet = 1 yard 36 inches = 1 yard 5,280 feet = 1 mile 1,760 yards = 1 mile
Parallelogram $\text{Area} = bh$ 	Circle $\text{Area} = \pi r^2$ $\text{Circumference} = 2\pi r$ 	100 centimeters = 1 meter 1000 meters = 1 kilometer
Rectangular Prism $\text{Volume} = lwh$ $\text{Surface Area} = 2lw + 2wh + 2lh$ 	Cylinder $\text{Volume} = \pi r^2 h$ $\text{Surface Area} = 2\pi rh + 2\pi r^2$ 	8 fluid ounces = 1 cup 2 cups = 1 pint 2 pints = 1 quart 4 quarts = 1 gallon 1000 milliliters (mL) = 1 liter (L)
Sphere $\text{Volume} = \frac{4}{3}\pi r^3$ $\text{Surface Area} = 4\pi r^2$ 	Cone $\text{Volume} = \frac{1}{3}\pi r^2 h$ 	16 ounces = 1 pound 1000 milligrams = 1 gram 100 centigrams = 1 gram 10 grams = 1 dekagram 1000 grams = 1 kilogram
The sum of the measures of the interior angles of a triangle = 180° The measure of a circle is 360° or 2π radians		$\pi \approx 3.14$ or $\frac{22}{7}$
Given a right triangle:  $\sin \theta = \frac{\text{opposite side}}{\text{hypotenuse}}$ $\cos \theta = \frac{\text{adjacent side}}{\text{hypotenuse}}$ $\tan \theta = \frac{\text{opposite side}}{\text{adjacent side}}$		Given the points (x_1, y_1) , (x_2, y_2) , Distance between two points: $d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$ Slope Formula: $m = \frac{\text{rise}}{\text{run}} = \frac{y_2 - y_1}{x_2 - x_1}$ Slope-intercept form of a line: $y = mx + b$
Interest = principal \times rate \times time Simple Interest Formula: $A = p + prt$ Compound Interest Formula: $A = p \left(1 + \frac{r}{n}\right)^{nt}$ A = amount after t years; p = principal; r = annual interest rate; t = number of years; n = number of times compounded per year		Distance = rate \times time
The number of combinations of n elements taken r at a time is given by $\frac{n!}{(n-r)!r!}$ The number of permutations of n elements taken r at a time is given by $\frac{n!}{(n-r)!}$		



APPENDIX I – NJ HSPA WRITER’S CHECKLIST

NEW JERSEY HIGH SCHOOL PROFICIENCY ASSESSMENT Writer’s Checklist

**Important Points to
Remember as You
Write and Critically Read
to Revise/Edit Your Writing**

CONTENT/ORGANIZATION

- _____ 1. Focus on your purpose for writing and your audience.
- _____ 2. Develop a clear topic or central idea.
- _____ 3. Support your ideas with details, explanations, and examples.
- _____ 4. Put your ideas in the order that best communicates what you are trying to say.

SENTENCE CONSTRUCTION

- _____ 5. Use clear and varied sentences.

USAGE

- _____ 6. Use words correctly.
- _____ 7. Use varied and vivid vocabulary.

MECHANICS

- _____ 8. Capitalize, spell, and punctuate correctly.
- _____ 9. Write neatly.

NEW JERSEY STATE DEPARTMENT OF EDUCATION



New Jersey Department of Education
All rights reserved.